

Too Good for Violence

Brief Description | Recognition | Program IOM | Intervention Type | Content Focus
Interventions by Domain | Key Program Approaches | Outcomes | Evaluation Design
Delivery Specifications | Intended Setting | Fidelity | Barriers and Problems | Personnel
Education | Personnel Training | Cost | Intended Age Group | Intended Population
Gender Focus | Replications | Adaptations | Contact Information

Program developers or their agents provided the Model Program information below.

BRIEF DESCRIPTION

Too Good for Violence (TGFV) is a school-based violence prevention/character education program that improves student behavior and minimizes aggression. TGFV helps students in grades K–12 learn the skills they need to get along peacefully with others. In both content and teaching methods, TGFV teaches students positive attitudes, beliefs, and behaviors. TGFV builds skills sequentially, and at each grade level provides developmentally appropriate curricula designed to address the most significant risk and protective factors.

TGFV promotes a CAREing approach to violence prevention by teaching:

- Conflict resolution
- Anger management
- Respect for self and others
- Effective communication

As designed, a trained teacher, counselor, or prevention specialist delivers TGFV in a classroom setting. Each grade-level kit includes everything needed for successful implementation: scripted curriculum, workbooks, and teaching materials such as posters, games, CDs, and visual aids. Each lesson includes rationale, objectives, character education traits, materials list, recommended resources, and suggestions for lesson extensions. Curricula also include *Home Workouts: Information and Exercises for Parents and Kids*, to be copied and sent home.

The program's highly interactive teaching methods encourage students to bond with prosocial peers, and engage students through role-playing, cooperative learning, games, small-group activities, and class discussions. TGFV teaches that each student has what it takes to solve conflicts peaceably and provides opportunities to practice peacemaking and antibullying skills.



RECOGNITION

Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services: Model Program

Department of Children & Families/Florida Alcohol and Drug Abuse Association: Excellence in Prevention

IOE CLASSIFICATION

UNIVERSAL

TGFV is a universal program targeted to all students in grades K–12. With its companion program, *Too Good for Drugs*, it provides a comprehensive K–12 drug and violence prevention education.

INTERVENTION TYPE

SCHOOL-BASED

TGFV is a school-based prevention program designed for classroom use by teachers, counselors, or prevention specialists.

CONTENT FOCUS

ALCOHOL USE/ABUSE, ANTISOCIAL/AGGRESSIVE BEHAVIOR, ILLEGAL DRUGS, SOCIAL AND EMOTIONAL COMPETENCE, TOBACCO, VIOLENCE

ALCOHOL USE/ABUSE, ILLEGAL DRUGS, TOBACCO

At the high school level, the program includes violence prevention and alcohol, tobacco, and drug-use prevention education. The high school kit consists of:

- *Too Good for Drugs & Violence* (TGFD&V) high school core curriculum with fourteen 60-minute lessons
- Twelve infusion lessons designed to be taught in subject areas such as social studies, science/health, and English
- Staff development curriculum for educators

ANTISOCIAL/AGGRESSIVE BEHAVIOR

TGFV improves student behavior and minimizes aggression by teaching prosocial skills and attitudes. It promotes respect for differences and assertive, rather than aggressive, verbal and nonverbal communication. TGFV teaches anger management; cooperation; peaceful de-escalation and resolution of conflicts; effective responses to criticism, rumors and put-downs; and antibullying strategies.

SOCIAL AND EMOTIONAL COMPETENCE

TGFV student curricula focus on developing emotional competence, personal and interpersonal skills for nonviolent conflict resolution, and the ability to resist social influences such as media portrayal of violence and friends who engage in violent behavior. It promotes personal responsibility, self-control, self-discipline, and self-efficacy.

VIOLENCE

Skills to prevent violence are taught through the program's CARE components: **C**onflict resolution; **A**nger management; **R**espect for self and others; **E**ffective communication. TGFV also provides information about the negative consequences of violence and benefits of a nonviolent lifestyle.

PARENT INVOLVEMENT AS AN ADJUNCT STRATEGY

TGFV includes a parent component, *Home Workouts* (K–8), printable take-home sheets with information and activities designed to promote parent-student communication and to reinforce violence prevention skills and attitudes that students learn in school. TGFV high school core curriculum includes parent newsletter inserts called *Home Pages*.

INTERVENTIONS BY DOMAIN

INDIVIDUAL, PEER, SCHOOL

INDIVIDUAL

Life/social skills training

PEER

Peer-resistance education

Peer norms against violence/aggressive behavior

Peer norms against alcohol, tobacco, and illegal drugs

SCHOOL

Classroom-based education

Classroom-based skills development

KEY PROGRAM APPROACHES/COMPONENTS

INFORMATION SHARING, IN/AFTER-SCHOOL CURRICULA, SKILL DEVELOPMENT, SUBSTANCE ABUSE PREVENTION EDUCATION

INFORMATION SHARING

Information on harmful consequences of violence raises students' perception of risk. Normative education provides accurate information to counteract students' perception that most young people engage in or approve of aggressive behaviors. The high school program also contains information on the harmful consequences of using alcohol, tobacco, and other drugs, as well as normative education with accurate information to counteract students' perception that most young people engage in or approve of substance use.

IN-SCHOOL CURRICULA

TGFV provides multilesson, multigrade-level programming to give students a consistent prosocial message throughout their years in school. The curricula are highly interactive, with cooperative learning and other small group activities, games, puzzles, and class discussions to engage and maintain students' interest.

SKILL DEVELOPMENT

TGFV features instruction in a variety of prosocial skills, including communication, conflict resolution, emotional management, social skills, and respect for self and others. To reinforce skill development and encourage transfer of training, diverse role-playing situations give students opportunities to observe and practice using these skills in a variety of circumstances.

SUBSTANCE ABUSE PREVENTION EDUCATION

The high school curriculum includes both drug- and violence prevention education activities. K–8 curricula stress that alcohol and other drug use contributes to and escalates violence.

HOW IT WORKS

TGFV consists of student curricula with seven 30- to 60-minute lessons per grade for grades K–5, nine 30- to 45-minute lessons per grade in grades 6 to 8, and fourteen 60-minute lessons in grades 9 to 12. Trained teachers, counselors, or prevention specialists deliver the program in classrooms with 20 to 35 students. Each grade-level kit includes everything needed for successful implementation: scripted curriculum, workbooks, and teaching materials such as posters, games, CDs, and visual aids. Each lesson includes rationale, objectives, character education traits, materials list, recommended resources, and suggestions for lesson extenders. Curricula also include *Home Workouts: Information and Exercises for Parents and Kids* to be copied and sent home.

The optimal dosage for TGFV is once per week: for 7 weeks in grades K–5; for 9 weeks in grades 6 to 8; and 14 weeks for the high school core curriculum. The high school curriculum, *Too Good for Drugs & Violence—High School*, which contains substance-abuse prevention components, also includes 12 infusion lessons. Review and skills practice between and following lessons is strongly recommended. For maximum effectiveness, the program should involve students, their families, and the entire school in using all of the program's components.

TGFV also includes supplemental activities (lesson extenders that can be used to infuse violence prevention/character education skills into subject areas such as music, physical education, and language arts) as well as community activities, recommended books, videos, and other resources.

IMPLEMENTATION ESSENTIALS

Implementation staff should be skilled, committed, and enthusiastic teachers, counselors, or prevention specialists who are positive role models. **Although training is not mandatory, the Mendez Foundation strongly recommends and provides 1- or 2-day curriculum training to motivate teachers and enhance implementation fidelity.** The Foundation also offers the *Too Good for Drugs & Violence Staff Development* curriculum, designed to help educators create an optimal classroom/school climate.

Program implementation experience has shown that staff-to-participant ratios are best at one teacher for 20 to 35 students, depending on the grade level. Special needs classes should have fewer students.

OUTCOMES

DECREASES IN SUBSTANCE USE, REDUCTIONS IN NEGATIVE ATTITUDES/BEHAVIORS, IMPROVEMENTS IN POSITIVE ATTITUDES/BEHAVIORS, OTHER TYPES OF OUTCOMES

Studies showed positive effects on risk/protective factors relating to student violence in grades K–12, and alcohol, tobacco, and drug use in grades 9 to 12.

DECREASES IN SUBSTANCE USE (Grades 9 to 12)

Among high school students, intentions to use were reduced—

- 58% for smoking cigarettes
- 50% for drinking alcohol
- 45% for smoking marijuana

IMPROVEMENTS IN POSITIVE ATTITUDES/BEHAVIORS

TGFV enhanced students' ($p < .001$; effect sizes .28–.30)—

- Emotional competence
- Social and conflict resolution skills
- Communication skills

Teachers observed more frequent ($p < .001$; effect sizes .45–.50)—

- Use of personal and social skills
- Prosocial behaviors

OTHER TYPES OF OUTCOMES

High school studies showed positive effects on many risk/protective factors relating to student violence and substance use, including significant increases ($p = .001$) in:

- Attitudes toward drugs
- Attitudes toward violence
- Perceived peer norms
- Peer disapproval of use
- Perceived harmful effects
- Emotional competency/self efficacy
- Goal setting and decisionmaking skills

REDUCTIONS IN NEGATIVE ATTITUDES/BEHAVIORS

Among high school students, intentions to fight were reduced 45%:

EVALUATION DESIGN

Methodology involved in the program's evaluation:

Five studies conducted by independent evaluators have examined the effectiveness of TGFV. Studies examined pretest equivalence between treatment and control groups; potential bias of loss of student data over time; quality of program implementation; and estimates of reliability of assessment tools. Examination of the program involved a rigorous application of evaluation principles promoted by numerous researchers.

Studies of the K–8 program used a repeated measures treatment and control group design. Schools from the Nation's tenth largest school district were stratified based on location, size, academic performance, and socioeconomic status. Teachers (n = 46) and students (n = 999) from 10 schools were administered survey questionnaires before, following, and 20 weeks after program delivery. Participants were assessed 1 year later.

High school studies used a pretest-posttest and pretest-posttest randomized design. Sample populations included students from two large high school from a large Florida school district (n=201, n = 266), and students from five high schools in a small, rural Florida school district (n = 303).

DELIVERY SPECIFICATIONS

5–24 WEEKS

TGFV lessons are designed to be taught once a week in sequential order. The high school curriculum has also been proven effective when taught twice each week.

Grades K–5: seven 30- to 60-minute lessons per grade

Grades 6 to 8: nine 30- to 45-minute lessons per grade

High School (grades 9 to 12): fourteen 60-minute lessons in the core curriculum

EVALUATION INSTRUMENTS

The following evaluation instruments are available free of charge from the Mendez Foundation:

Too Good for Violence Elementary Grades 3–5 Student Protective Factor Survey Questionnaire

Too Good for Violence Grades K–5 Teacher Checklist of Student Behaviors

Too Good for Violence Middle Grades 6–8 Student Survey

Too Good for Drugs & Violence High School Grades 9–12 Student Survey

INTENDED SETTING

RURAL, URBAN, SUBURBAN

TGFV was developed for all students, nationwide, in rural, urban, and suburban settings.

The program was implemented in Hillsborough County, Florida, which includes rural, urban, and suburban schools. For additional verification contact their Public Affairs Office at (813) 272–4055.

FIDELITY

Components that must be included in order to achieve the same outcomes cited by the developer:

All lessons in a grade-level curriculum must be taught in order to achieve the outcomes cited for that grade level.

Optional components or strategies, and how they were determined to be optional:

Outcomes cited were achieved without using the *Home Workout* parent component.

List all fidelity instruments and information on where each instrument can be obtained:

The following fidelity instruments are available free of charge from the Mendez Foundation:

Too Good for Violence Grades K–5 Teacher Evaluation of Program Implementation

Too Good for Violence Middle Grade 6 Teacher Evaluation of Program Implementation

Too Good for Violence Middle Grades 7–8 Teacher Evaluation of Program Implementation

Too Good for Drugs & Violence—High School Teacher Evaluation of Program Implementation

Too Good for Violence Grades K–5 Classroom Observation Checklist

Too Good for Violence Middle Grades 6–8 Classroom Observation Checklist

Too Good for Drugs & Violence—High School Classroom Observation Checklist

Too Good for Violence Prevention Lesson and Activities Log

In the studies cited, classroom teachers' responses to items on the survey questionnaire suggest the TGFV program was implemented with a high degree of quality and fidelity to curriculum content and learning activities.

BARRIERS AND PROBLEMS

Barriers and problems associated with the use of this Model Program and potential solutions:

Barrier: As with other prevention programs, classroom teachers sometimes resist using class time to teach prevention.

Solution: Curriculum training generally relieves teachers' concerns by showing the relationships between prevention programming, academic success, and improved classroom behavior.

PERSONNEL

FULL-TIME, PART-TIME, PAID, VOLUNTEER

Successful TGFV implementers may be paid or volunteer, fulltime or parttime. The Mendez Foundation recommends using experienced teachers, school counselors, health educators, or prevention specialists as program providers. Selection of program providers should be based on their appropriateness as positive role models, interest and enthusiasm for prevention, experience, classroom management skills, ability to develop rapport with students, belief in the efficacy of the program, participation in training workshops, and willingness to implement carefully and completely according to the manual.

Typical staffing issues encountered by users when implementing this Model Program, and potential solutions:

Some classroom teachers object to using their teaching time to implement prevention programs. Training in prevention principles and the relationships between prevention, academic performance, and classroom behavior often helps to overcome these objections.

EDUCATION

UNDERGRADUATE

The minimal educational requirement is a 4-year college degree. Program implementers must have good classroom management skills and the ability to bond with students.

PERSONNEL TRAINING

TYPE: WORKSHOP, LOCATION: ONSITE, OFFSITE, LENGTH: BASIC

Curriculum Training: To implement TGFV, the Mendez Foundation recommends a 1- to 2-day basic or refresher training workshop led by the certified teachers and training professionals who developed the curricula. Training in program use, prevention principles, and risk and protective factors is designed to enhance the fidelity of program implementation by providing instructors with a common knowledge base and skill set. However, training is not a prerequisite to successful program implementation. The curricula are carefully scripted for ease of use.

Staff Development Training: This 1-day training workshop enables educators to establish a classroom and school climate that promotes prosocial behavior and academic success.

Training of Trainer: This 1-day training highlights the skills and methods to effectively teach others to present the program in their classrooms.

Onsite: Mendez-certified teachers and training professionals are available to travel to provide onsite trainings. This allows school districts or organizations to work collaboratively with the trainer to address specific staff needs. Increased staff involvement provides more opportunities to share information and plan together for effective implementation.

Offsite (regional): The Mendez Foundation also provides regional curriculum trainings and 1-day Training of Trainer events. Please contact the Mendez Foundation for information about these training options.

COST

\$1,001–\$5,000

Cost considerations for implementing this program as recommended by the developer:

BUDGET COSTS:

Estimated costs are \$1,001–\$5,000, depending upon the size of the school/district and training needs.

TRAINING COSTS:

Onsite Training—The cost of onsite curriculum training is \$1,500 per day plus travel expenses with the purchase of \$1,500 or more in materials. The curriculum training cost without the purchase of materials is \$2,000 per day plus travel expenses. Groups for all onsite training must include a minimum of 15 participants to a maximum of 50 participants. Small districts may collaborate with other nearby school districts to share the cost of onsite training. A Training of Trainer session is \$225 per person. Before planning a Mendez Foundation training, the school or district should have purchased or have made a commitment to purchase the appropriate Mendez curriculum kits.

Offsite Training—The Mendez Foundation offers regional training sessions to accommodate anticipated training needs in different areas of the United States. These trainings feature 1 to 2 days of curriculum training followed by a 1-day Training of Trainers session. Curriculum trainings are \$300 per day. Training of Trainer sessions are \$400 per day.

MATERIALS COSTS:

K–8th Grade Kits \$100–\$130 each
(Includes curriculum, 50 student workbooks, CDs, posters, puppets, and other teaching materials as required.)

High School Kit \$750
(three curricula, teaching materials, and workbooks)

Staff Development Kit \$250
(curricula and workbooks)

Additional Student Workbooks (packages of 25) \$15

INTENDED AGE GROUP

CHILDHOOD (5–11), EARLY ADOLESCENT (12–14), TEENAGER (15–17)

TGFV is intended for school-age youth in grades K–12, ages 5 to 18.

INTENDED POPULATION

AFRICAN AMERICAN, HISPANIC/LATINO, WHITE

TGFV was designed for all students nationwide, to address the aggression/violence that often begins in early childhood and increases in frequency and seriousness as children grow older. TGFV has been implemented, evaluated, and proven effective with African American, Hispanic/Latino, and White students. TGFV impacts students' skills and perceptions positively, regardless of gender, socioeconomic status, or ethnicity.

DEVELOPER INFORMATION

ABOUT THE DEVELOPER

The Mendez Foundation, a not-for-profit organization nationally recognized as a leader in prevention education and wellness training since 1978, is dedicated to helping adults and children develop skills to live healthy, balanced lives. Its staff includes 25 teachers/prevention specialists, a full-time researcher, and a curriculum development team. Administrators have M.Ed. degrees and CAPP certification. Hundreds of thousands of students nationwide have successfully completed the Mendez Foundation's *Too Good* programs, including *Too Good for Drugs* (school-based drug prevention K–12) and *Too Good for Drugs & Violence After-School Activities* (community-based drug/violence prevention for ages 5–13).

GENDER FOCUS

BOTH GENDERS

TGFV was developed and evaluated with students of both genders. It is effective with male and female students.

REPLICATIONS

1. BRIEF DESCRIPTION #1

A 1-year followup study of the TGFV program in 10 elementary schools in Hillsborough County, FL, were stratified on school ratings based on the State of Florida's criteria of academic performance, learning environment, and student characteristics. Consideration was also given to school location: urban, rural, and suburban. Five levels of stratification were identified, and two schools for each matched level were randomly assigned to either the treatment or control condition. Students in five of the elementary schools participated in the prevention program during the first quarter of the school year, and students in the other five schools served as the control sample for the study. Teachers and students in both groups were administered pretest survey questionnaires prior to TGFV implementation, following program delivery, and 20 weeks later. To measure implementation fidelity, teachers completed a Teacher Evaluation of Program Implementation survey and maintained a Prevention Lesson and Activities Log.

2. REPLICATION SETTING

Rural, Suburban, and Urban

3. REPLICATION SITE

Longitudinal study of the TGFV program in classrooms in 10 elementary schools (2003–04) in Hillsborough County, FL

4. CONTACT INFORMATION

Contact Tina Bacon, Ph.D.
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1. BRIEF DESCRIPTION #2

Students in 20 Life Management classrooms across five high schools in a rural central Florida school district were randomly assigned to treatment or control groups. Students in 10 randomly selected classrooms participated in the TGFD&V program. Program implementation included delivery of two lessons per week over a 9-week period, rather than the developers recommended one lesson per week over a 14-week period.

2. REPLICATION SETTING

Rural

3. REPLICATION SITE

More than 260 students in 20 classrooms across five high schools participated in the TGFDV study. The total sample was 54% female, approximately 79% White, 9% African American, 9% Hispanic, 2% Asian, and 1% American Indian and multiracial. Eighty-one percent of the students were in grade 9; 10%, grade 10; 5%, grade 11; and 5%, grade 12.

4. CONTACT INFORMATION

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1. BRIEF DESCRIPTION #3

The TGFD&V program was delivered to students by trained classroom teachers in a west Florida high school during Health I classes. Program implementation did not vary from developers' suggested delivery guidelines. The study was funded by the Hillsborough County Anti-Drug Alliance and the School District of Hillsborough County, Florida.

2. REPLICATION SETTING

Suburban

3. REPLICATION SITE

Two hundred sixty-six students participating in Health I classes. Fifty-five percent of the sample was female, 68% White, 11% African American, 14% Hispanic, 3% Asian, and 3% Other (e.g., American Indian, Multiracial). Seventy-one percent of the students were grade 9; 16%, grade 10; 11%, grade 11; and 2%, grade 12. Thirteen percent of the sample was categorized as economically challenged by status of receipt of free or reduced lunches; 17% received exceptional education services; and 1% limited English proficiency services.

4. CONTACT INFORMATION

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ADAPTATIONS

NO INFORMATION PROVIDED

CONTACT INFORMATION

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